



SUNY EXCELS PERFORMANCE IMPROVEMENT PLAN

This Performance Improvement Plan has been approved by the Maritime College Faculty and endorsed by the Student Government Association. It has been submitted to the College Council for review and endorsement.

10/05/2015

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SUNY Excels Performance Improvement Plan: Maritime College

Attachment 1: Narrative

Campus Information

President: Michael A. Alfultis, Ph.D.

Chief Academic Officer: Timothy Lynch, Ph.D.

Chief Financial Officer: Scott Dieterich

Section I: Campus Alignment with SUNY Excels

Introduction

SUNY Maritime College is one of the four SUNY specialized colleges and eight technology sector colleges. Located on 55 acres in the Throggs Neck area of the Bronx Borough of New York City, it is the smallest College in the SUNY System, with approximately 1800 students, 1600 of whom are undergraduates.

Our students are primarily from New York (approximately 70%). Given the global nature of the maritime industry, we have a large percentage of students from U.S. coastal states and other countries (30%).

SUNY Maritime's faculty are recognized and called upon for their expertise in maritime transportation, engineering, and global business. We have approximately 100 full-time faculty who support 13 degree programs at the Associates, Bachelor, and Masters levels.

Mission/Standing

Our mission is to educate leaders to excel in the global maritime environment. Among our peer institutions (State Maritime Academies (SMAs) and SUNY tech sector colleges) and industry, SUNY Maritime is regarded as the leader in producing graduates who are prepared for careers in the transportation, energy, and engineering sectors as a result of our focus on applied learning in all our curricula.

SUNY Maritime College is unique in several ways:

- It is the largest and oldest of the six SMAs in the U.S.; the SMAs produce 70% of all the licensed merchant mariner officers and SUNY Maritime produces nearly one-third of those mariners.
- We award Associates, Bachelor and Masters of Science degrees (AAS, BS, BE).
- Although we are the smallest college in the system with less than .03 percent of the SUNY student population, we are the fifth largest producer of engineers (BS, BE, B-TECH) and produce one-third of all the BE degrees annually.

To remain competitive with our peer institutions we must:

- Work towards creating a climate focused on our students' success, both here at the College and in their careers.
- Attract and retain high quality faculty who are industry thought leaders.
- Continue our campaign to replace the Empire State VI, as well as update our Science, Engineering, and Athletics facilities.
- Examine the relevancy of our programs to industry, both now and in the future.
- Continue to build partnerships with our alumni, industry supporters, and marine and maritime-focused high schools.

Program Mix/Centers/Distinct Programs or Activities

Our programs include: academic degrees at the Associates, Bachelor, and Master's Degree levels; credit bearing post graduate certificate programs; and non-credit continuing education for professional mariners to maintain or increase the level of their US. Coast Guard Merchant Mariner License (hereafter referred to as a license). Undergraduate students can elect programs that lead to a license upon graduation, which by U.S. law requires participation in the Regiment of Cadets, or pursue a degree program as a non-license civilian student. One of our two master's degree programs also offers the non-license or license option. Approximately 70% of our student population is in the Regiment of Cadets and pursuing a degree program associated with a license.

We anticipate growth for the college in three areas:

- Increasing the number of students enrolled in online programs (degree and certificate)
- Increasing the number of students in our under-enrolled academic programs
- Increasing the number of students in our non-credit continuing education programs

Post-graduation Success

Our graduates enjoy nearly 100 percent employment within three months of graduation. In 2014 we were the number one state public college in terms of initial salary and mid-career salaries. We support SUNY System's efforts to work with the New York Department of Labor to track the job attainment of graduates. We would also encourage this be done on a national level.

Alumni/Philanthropy

To increase philanthropy, we are in the process of establishing a foundation, and will start planning in 2016 for a capital campaign. We are also working with our alumni toward establishing an official alumni association.

Strategic Plan/Excel Goals

President Michael Alfultis was appointed President of SUNY Maritime College in July 2014. During the first year of his presidency, he spent time assessing the campus climate, financial situation, and the status of the [current strategic plan](#) promulgated by the previous administration and endorsed by the College Council. Although this plan articulated broad strategic objectives, there were no specific goals

or metrics. Consequently, in a collaborative approach that included faculty, staff, and students, three task forces were established in preparation for refreshing our strategic plan:

- Retention and Graduation (Completion)
- Enrollment Management (Access)
- External Resources and Development (Engagement)

This Performance Improvement Plan has incorporated the findings and recommendations of these task forces. This plan will be used to refresh our current strategic plan and will ensure it aligns with SUNY Excels:

1. Access:
 - Increase female and URM enrollment to be more reflective of NY State demographics
2. Completion:
 - Increase 4 and 6-year graduation rates from 32% to 50% and 47% to 60%
 - Decrease average time to graduation from 4.7 years to 4.3 years
 - Increase graduate degrees and certificates by 50%
 - Double non-credit instructional activity (certificates and students)
3. Success:
 - Increase number of cadet shipping and internship opportunities by 50%
4. Inquiry:
 - Increase faculty sabbaticals and research
 - Increase number of full-time faculty positions
 - Increase student research opportunities and capture data
5. Engagement:
 - Double Alumni Giving to 6% and Annual Fund Raising to \$4.0M
 - Obtain new training ship from Federal Government
 - Establish at least one StartUp New York partnership on campus

Details regarding these goals and the plans for attaining them by 2020 can be found in the subsequent sections of this plan.

Environmental Factors

Maritime College campus has three major constraints that must be considered when assessing areas for improvement under SUNY Excels:

- The physical limitations of the campus; the size of the campus itself is only 55 acres;
- The existing facilities (such as labs, dorms and parking) limit the number of students we can have in our programs, and the number of resident and commuter students; and,
- The capacity of the training ship which can accommodate a maximum of 600 cadets limits the number of students we can enroll in our licensing programs (undergraduate and graduate). Academic programs that lead to a license upon graduation are extremely popular due to the high salaries of graduates with licenses.

Investment Fund

SUNY Maritime College submitted two applications in response to the SUNY Request for Proposal (RFP) for Expanded Investment and Performance Funding that align with the strategic priorities outlined in this plan. The first proposal is to support strategic out-reach initiatives associated with increasing URM and female diversity (Access). The second proposal is associated with initiatives to increase our four and six-year graduation rates and decrease time-to-graduation (Completion). Both proposals can be replicated and brought to scale across the SUNY system, and contribute to SUNY’s goal of 150,000 completions annually by 2020.

Section 2: Specific SUNY Excels Priority Areas and Metrics

As we are a specialized technical college with a specific mission, our performance plan concentrates primarily on three SUNY Excels priority areas: Access, Completion, and Success. We are passionate about “moving the dial” in these areas. The end result will be a more diverse student body, more completions, more graduates who take less time to graduate, and a positive economic impact for New York State.

In this section we address specific goals and plans for SUNY Excels. We also identify strategic investments that will be required to achieve these goals. This will be the basis for our proposal for Expanded Investment and Performance funding.

2.1 Access

A. Full Enrollment Picture and Capacity

Taking into consideration the environmental factors and constraints discussed in the previous section, we will maximize our capacity and increase completions by:

- Increasing online academic and certificate programs;
- Increasing graduation rates and decreasing time to graduation; and,
- Increasing enrollment in undersubscribed academic programs not associated with licenses (e.g. Maritime Environmental Science, Maritime Studies, and International Transportation and Trade).

The number of completions over time will grow as a result of increased “throughput” (Table 1) and increased enrollment in online and certificate programs. We will relieve pressure on our over-enrolled licensed programs by limiting the number of students accepted into these programs and increasing the number of students in programs that are under-enrolled. Specific strategies and goals for increasing completion will be discussed in Section 2.2.

B. New York Residents Served by SUNY

By the nature of Maritime College, almost 30 percent of our student population consists of out of state or international students: one of the highest percentages in the SUNY system (Table 4). Maritime College attracts students from the U.S. coastal states and from nations with maritime interests such as China, Brazil, Turkey, and the Bahamas. We do not see this undergraduate student composition changing in the future. However, we will be able to serve more New York residents in several ways.

First, as previously mentioned, by reducing the time to graduation and increasing our graduation rates, we will be able to graduate more New York residents in a given time.

Second, by increasing our online academic degree and certificate programs, we will be able to serve a larger segment of the New York State population. Historically we have had one graduate degree program that could be completed online: Masters of Science in International Transportation Management. This academic year (2015-2016) we added a second graduate degree program available online: Masters of Science in Maritime and Naval Studies.

Third, we will serve more New York residents and businesses with our continuing education courses (Table 2). We have expanded our course offerings for professional mariners in response to new government regulations regarding mariner training and the demand from industry. For example, last year through a generous donation by Bouchard Transportation, we opened the first dedicated tug and barge simulation center in the U.S. to address a training need by the growing tug and barge industry. This summer over 50 mariners completed training in this new center.

Recently we teamed with a local non-profit organization, Services for the Underserved (SUS) and the Maritime Industry to provide introductory mariner training for New York City homeless and unemployed veterans who qualify for benefits. Upon graduation, we work with our industry partners to get these veterans employed. To date, we have graduated three classes of 12 students each with a 100% success rate. We are working with SUS to expand this program and seek other partners to develop new programs.

All of these aforementioned initiatives will enable us to serve more New York residents and increase the number of completions.

C. Diversity

We are committed to increasing the percentage of females and under-represented minorities (URMs) from the current 12% to serve populations more reflective of the demographics of New York State. To do this we will need to increase the number of URM/female applications and yield rates.

We believe we can achieve increased diversity while maintaining our current admissions selectivity profile (Table 3) for first-time full-time freshmen.

Case in point: The U.S. Naval Academy (USNA) hired a dedicated Outreach Officer for New York City and over a four year period was able to increase applications from New York City (NYC) by 59%, minority applications from NYC by 149% and NYC female applications by 186% percent. Four years ago, minority applications made up only 46% of the total NYC applications to USNA. Today, that number is up to 71% (which closely mirrors the demographics of the five boroughs). Those selected from NYC had the same completion rate and time to graduation as the rest of the Naval Academy student body.

Goal: Increase the percentage of females and under-represented minorities enrolled at Maritime to be more representative of the NY State population.

SUNY Maritime College desires to replicate key elements of the Naval Academy's program and establish a Strategic Outreach Coordinator position. ***We have requested Investment and Performance funding for this initiative and to increase STEM outreach programs.*** The Strategic Outreach Coordinator would:

- Market summer SUNY Maritime College STEM programs in NYC and other NY urban areas;
- Coordinate STEM outreach events at NYC schools utilizing faculty and Maritime College Cadets;
- Coordinate information sessions for parents and students at schools and other community venues regarding opportunities in the maritime industry and paths to those careers;
- Coordinated NYC admissions recruiting efforts;
- Coordinate STEM program partnerships, funding, and marketing efforts to expand STEM programs.
- Assist with grant writing for diversity initiatives.

In addition, we are in the process of developing a recruitment strategy which includes the following initiatives to increase the diversity of our student population:

- Targeting more of our recruiting efforts on urban port cities in New York State (NYC, Buffalo, Rochester, and Albany) as these cities offer a diverse applicant pool;
- Recruiting from the maritime, marine science, and STEM high schools in New York State and other states. These schools tend to have very diverse student populations with respect to gender and URM and who have an interest in maritime / marine science programs;
- Expanding our current STEM programs (after school and summer programs) and increasing the number of URM and female participants;
- Increasing the number of students admitted into our less intensive two year associates degree and license program; and,
- Increasing the diversity of our faculty (Table 6).

Another key to increasing diversity is the expansion of the Education Opportunity Program (EOP). Maritime College currently has 50 students in this program. This has been a highly successful program. In fact in 2014 our Valedictorian was an EOP student. ***We have requested increased EOP funding to increase the annual number of freshmen from 15 to 30 in 2016.***

2.2 Completion

A three prong approach will be required to increase the number of degrees and certificates awarded by SUNY Maritime College:

- Increasing the number of students enrolled in online programs (degree and certificate)
- Increasing the number of students in our under-enrolled academic programs
- Increasing the retention of our sophomore and upper class population, and increasing the four and six year graduation rates while decreasing the time to graduation.

A. Degrees and Certificates

The real growth for Maritime College student enrollment will occur in our graduate programs. Our goal is to increase graduate student enrollment from 158 students to 240 students by 2020 (Table1). We currently offer two graduate programs: Masters of Science in International Transportation Management; and Masters of Science in Maritime and Naval Studies. Both programs can be completed online. The latter program opened for registration during the 2015-2016 academic year. We anticipate this program will be of great interest to veterans and active duty military members who are stationed across the country and around the globe. Increased enrollment in these online programs will result in increased degrees

Goal: Increase graduate program degrees and certificate completion by 50% by 2020.

We should also be able to grow our graduate certificate programs offered by the Graduate Business and Transportation department: Supply Chain Management, Marine Chartering and Insurance, and Maritime Security. In order to realize our goals we will endeavor to make a strategic investment to market these programs and hire additional faculty and graduate admissions counselors.

We believe we can realistically achieve this goal. Norwich University, listed as one of our aspirational IPEDS group, has about twice as many undergraduates in a regiment and civilian setting similar to Maritime, but has over 1200 students in their graduate online programs.

Another area of potential growth is in Non-Credit Instructional Activity/Continuing Education especially as it relates to the maritime professionals (Table 2). Mariners are required periodically to renew different credentials in order to keep their licenses current. Over the past two years we have made a capital investment of nearly \$4.0 million in new simulators. This includes the opening of a tug and barge simulator to address the growth in the workboat industry and the increasing regulations for that segment.

Goal: Double the number of non-credit Instructional Activity and student enrollment by 2020.

Increasing the number of students in our professional mariner training certificate programs also provides alternative paths to a maritime career for those not ready for challenging STEM undergraduate curricula.

We believe that by 2020 we can nearly double our 2010 Non-Credit Instructional Activity/Continuing Education student enrollment. In order to achieve this goal, we will endeavor to increase our partnerships with industry, non-profits, and other organizations. We will also endeavor to increase our investment in technologies that can help us deliver this instruction online.

B. Retention and Student Achievement and Success (SAM)

In January of 2015, our Retention and Graduation Task Force completed a detailed analysis regarding retention and graduation. Our goal is to maintain our 85% retention rate for first-time full time freshman and transfer students (Table 8) and to improve the retention of students in subsequent years. Our data analysis revealed the following regarding retention/attrition:

- A large percentage of students attrite after their second (sophomore) year. By the end of the third (junior) year we are below 60% retention for first time full time freshmen.
- Our civilian non-license student population (which represents about 30% of our undergraduate enrollment) had a large first year and second year attrition for first time full time freshmen. By the end of the sophomore year we retain only 45% of the initial cohort. The SAT scores of our civilian non-license population are consistently below those students who are in the regiment and license program.
- Nearly 50% of students who started Maritime College with Math 80 (remedial non-college math) attrite by their senior year whether they pass or fail Math 80.
- Students who left Maritime College prior to graduation for reasons other than academic dismissal on average had SAT scores above their cohort.
- The primary reason students left Maritime College (in good academic standing) was to pursue an academic program other than those offered at Maritime College. Many of these students had been influenced by family members to come to Maritime.

We are currently enrolled in Student Achievement Measure (SAM). This, along with our exit surveys, will enable us to better monitor why students leave Maritime and determine if they persist and graduate from another institution.

The Retention and Graduation Task Force provided the following recommendations:

- Early identification of at-risk students (e.g. students who are placed in Math 80, Selectivity Group 4/5, and Cadets who fail the indoctrination final examination);
- Review our current advising model; assign special advisors for at-risk-students;
- Establish an Academic Success Center (Learning Center with expanded tutoring services, Writing Center, and an Academic Skills Counseling Center);
- Revise Math 80 (remedial non-college credit math) and Math 90 courses and add mandatory seminar sessions. Review how students are assigned to these programs;
- Require completion of Math 80 prior to full-time matriculation;
- Bolster the civilian student experience to include programs and engagement during weekends; and,

- Extend Library hours.

C. Graduation Rates

While our first year retention rate is above that of the SUNY tech sector and on par with SUNY system, our four and six-year graduation rates (Table 9) are well below the national rates, SUNY system, tech sector and our peer State Maritime Academies.

Our goal is to increase our four-year graduation for first-time full-time students from 32% for Cohort 2009 to 50% for Cohort 2014 and our six-year graduation from 46.7% for Cohort 2008 to 60% for Cohort 2014. For transfer students our goal (Table 10) is to increase our four year graduation rate from 45% (Cohort 2014) to 50% (Cohort 2016).

Goal: By 2020 increase four year graduation rate from 32% to 50% and the six year rate from 47% to 60% for first time freshmen.

As previously discussed, key to increasing the number of undergraduate degrees awarded (Associates and Bachelors) will be increasing “throughput” by increasing graduate rates and decreasing the time to graduation (Table 9). Our goals for time to completion (Table 11) are to reduce our current time for completion from 4.7 years to 4.3 years for first-time full-time students and from 3.5 years to 3.2 years for transfer students. Some of this reduction will result from credit reductions thanks to seamless transfer initiatives.

Goal: Decrease average time to graduation from current 4.7 years to 4.3 years for first time students and from 3.5 to 3.2 for transfer students.

When considering graduation rates and time to graduation at SUNY Maritime College it is important to understand the following facts regarding our academic degree programs associated with obtaining a license:

- In addition to their general education and required courses in their major, students take another 20 to 26 credits of instruction associated with fulfilling U.S. Coast Guard requirements for a license. Therefore our “average credits earned by graduation” are expected to remain above that of the technology sector average even with the reductions of credit loads for all academic programs as a result of seamless transfer initiatives;
- Summer Sea Term (cruise) and summer commercial sea shipping account for 18 of those credits with the rest spread over four years of academic instruction; and,
- If a student fails a pre-requisite for summer sea term or summer sea-term itself, this can delay graduation for four months to a year.

Our Retention and Graduation Task Force looked at our population of “super seniors.” These are seniors who are entering their fifth year at the college. The purpose of this analysis was to identify causes and obstacles to graduating in four years. Our analysis revealed the following:

- Students who had completed more than five years at Maritime College on average had failed or withdrawn from 9 courses and had earned only 78% of the credits attempted. Over half had

changed their major at least once and 20% had changed their major more than twice. Over half had also missed a summer sea term cruise;

- Students who had completed four years and were now starting their fifth year on average had failed or withdrawn from five courses (one full semester) and had earned 88% of attempted credits.
- The reasons that most students were delayed in graduating within four years included:
 - Starting in non-college math course that did not count toward degree completion and not making up the time within the first year so pre-requisite courses could be completed in a timely fashion;
 - Failing a course (required for the major) especially a critical path course that was a prerequisite for a series of follow-on courses and not making up those courses in a timely manner. This was especially true when the course was only taught once an academic year (in the spring or fall);
 - Missing a training cruise due to failure to complete a pre-requisite course.

Based upon the these findings and the recommendations of the task force, ***to improve the number of completions, retention (post first-year), graduation rates and time to graduation we have applied for funding from the SUNY Investment and Performance Fund for two Completion initiatives:***

1. Establishment of an Academic Success Center. Our current learning center does not meet the needs of our student body due to its physical size, location, and services. We are seeking funding to:
 - a. Build a satellite facility within our existing library,
 - b. Hire a full-time Academic Center Coordinator
 - c. Hire more tutors for critical path courses that (based on our detailed research) cause students not to graduate in four years when they fail, withdraw, or do not receive the required grade to take the sequel course(s).
 - d. Establish a full service writing center to help improve the communications skills of our students. Written communication was one of the areas rated low on two consecutive Student Opinion Surveys and the most recent NSSE.
 - e. Hire a full-time academic center advisor to provide academic coaching for students with poor study habits and be the advisor for all students identified as at-risk students (students off track and not able to graduate in four years unless corrective action is taken or students who based on data have typically struggled at Maritime College).
2. Implementing the Sophomore Program for Academic Skill and Success (Sophomore PASS) aimed at stemming the aforementioned 13-15% attrition during the sophomore year. We believe it is critical we have a summer bridge program in place to help freshmen who struggle their first year to get them back on track to graduate in four years.

2.3 Success

One of the hallmarks for SUNY Maritime College is the applied learning aspect of our degree programs. Central to applied learning are our training ship, simulators, laboratories, and internships. Our campus is unique in that it offers job opportunities with some of the highest starting salaries. We have nearly 100% employment upon graduation. This is largely due to our summer sea term and internship programs that provide students with the opportunity to practically apply classroom knowledge.

A. Training Ship

The Empire State VI makes SUNY Maritime College distinctive as an institution of higher education. As a STEM-focused college, SUNY Maritime College produces 30% of the Bachelor of Engineering Degrees in the entire SUNY system. The College's blend of STEM-focused academic curricula combined with unique hands-on learning and leadership opportunities result in high demand for our graduates.

It is the training ship that attracts students to SUNY Maritime's STEM programs and provides hands-on learning opportunities for our programs. This is an invaluable recruiting tool for young men and women who will fill critical jobs in the maritime, engineering, and other STEM work forces. The ship is the primary means for cadets to learn, train, and earn required sea time for a license. The EMPIRE STATE VI is used extensively during summer training cruises and pier side throughout the academic year to provide hands-on learning opportunities.

Beyond the license and applied learning opportunities, each summer the training ship visits six ports, four of which are in foreign countries. This means that nearly half of our 1800 student population gains a multi-cultural experience each summer. Each student participating in a license program does this during three summers which means they could be exposed to as many as 12 countries over four years.

B. Internships

Prior to graduation, all of our licensed students must successfully complete three summer sea terms on our training ship. Cadets in the licensing program may compete for an internship on a commercial ship in lieu of their second summer cruise. This "Cadet Commercial Shipping" program provides the cadets with an enhanced at-sea experience, allows them to explore a particular segment of the shipping industry, and provides the college with valuable feedback from Cadets and ship owners/operators regarding relevant changes that should be incorporated into our curriculum.

Goal: Increase by 50% the number of internship opportunities for both Cadets (Cadet Shipping) and students in non-license degree programs related to their degree.

The same is true for non-licensed students who do not participate in summer cruise but are required to complete an internship prior to graduation.

Our goal is to increase by 50% the number of cadet shipping opportunities and internships by 2020. Our research has revealed that California Maritime Academy (an IPEDS peer institution) obtained double the number of cadet commercial shipping opportunities, even though we have a substantially larger license program.

Additionally, based on our own survey of alumni and graduating seniors (conducted in 2015), Maritime College needs to do a better job connecting with maritime and engineering companies to provide more opportunities for, and better quality, internships. We are committed to better supporting our students, especially as we increase the URM population, with successfully obtaining internships that are relevant and lead to post-graduation employment.

To achieve this goal we have invested in a fulltime Cadet Shipping and Intern Coordinator position with the objective of identifying increased opportunities and placing students in meaningful cadet shipping positions internships that will lead to post-graduation employment opportunities and broaden their awareness of future career opportunities.

C. Simulators and Laboratories

Over the past two years we have significantly upgraded our simulators that support our professional mariner license/credential programs. As we look to increase our URM population, these simulators will also be incorporated into our STEM summer camps and other STEM outreach programs for high school students to serve as a recruitment tool.

We will also need to endeavor to make a significant investment in our engineering and science laboratories that serve both our licensed and non-license curricula. This is essential if we are to continue to compete with the other State Maritime Academies and engineering schools and attract quality students.

2.4 Inquiry

As a specialized technical college, historically Maritime College has not had significant sponsored activity. We don't see substantial increases in funded research/grants (Table 17). However, we will encourage more eligible faculty to take sabbaticals in order to: increase and maintain professional credentials; broaden their professional expertise; connect with industry so our curricula are relevant; and/or, identify potential research opportunities.

We will also endeavor to strategically increase the number of full time faculty. It is envisioned that not only would the increase be driven by course capacity, but also to support research with industry by increasing endowed chairs.

Goals: Increase faculty sabbaticals and research; increase number of full-time faculty; and increase student research opportunities.

Case in point: This year the American Bureau of Shipping (ABS) completed the final installment of a \$3M donation to establish two ABS Chairs: Naval Architecture and Marine Engineering; and, Marine

Transportation and Logistics. SUNY Maritime will fund the base salary of each of these chairs and the endowment proceeds will provide each named chair with an additional stipend for travel associated with research. The benefits to SUNY Maritime College include:

- Attracting outstanding researchers and teachers in the maritime industry;
- Advancing the frontier of knowledge in the changing maritime industry;
- Bridging the gap between standard SUNY salaries and those required to attract international industry experts ;
- Establishing SUNY Maritime College as a research center focused on future enhancements in the maritime industry;
- Creating a higher profile for SUNY Maritime College’s longstanding commitment to excellence in premier maritime education, training and leadership development; and,
- Serve as a catalyst to establish other named chairs.

Recognizing our limited resources as the smallest college in the SUNY system, we will endeavor to team with other SUNY campuses on research projects and grants to fully derive and take advantage of “systemness.” For example, our new ABS Engineering Chair is working with a team of five investigators from three SUNY campuses and the Cruise Line International Association to research an array of technologies that may be able to help solve the problems associated with the handling, processing, and storage of solid waste from one of the fastest growing industry in New York and the country: the cruise ship industry. This model can be replicated by other Maritime faculty members who are interested in research but do not have the resources.

Another example of using the wider resources of SUNY is our teaming with Stony Brook to have three of our faculty designated as Research Associate Professors at Stony Brook.

Historically, we have not done an adequate job collecting data regarding student hands-on research, and believe that there is much more inquiry of this type going on in our capstone and independent study courses. We have two goals here. First, we will endeavor to accurately capture data to use as a base line for comparison. Second, we will endeavor to increase the amount of student hands-on-research opportunities and ensure that we share success stories internally and externally to encourage more faculty and students to participate in collaborative research projects.

2.5. Engagement

A. START-UP New York and Beyond

In March 2015, SUNY Maritime College’s STARTUP New York Campus plan was approved by SUNY and New York State Economic Development Council. With this approval, we are looking to partner with the companies related to our maritime focus and mission. For example:

- Those that specialize in maritime simulation to include navigation, bridge, engineering, liquid cargo handling systems, and pier/terminal crane and staging systems.
- Other maritime related companies that are in the formative stage of development; or engaged in the design, development, and introduction of new technology products that meet other such requirements for a “high-tech” business.

To date we have had several companies interested in pursuing a partnership using the STARTUP model or another venue: SUNY Maritime College is open for business. Our goal is to have at least one STARTUP company operating on campus within five years. Metrics for measuring success will include number of internships and faculty research opportunities provided, as well as jobs created directly or indirectly.

Goal: Partnership with one maritime related company under STARTUP New York.

B. Replacement of the Training Ship.

The hallmark of our institution and the mainstay of our academic programs is our training ship (TS), EMPIRE STATE VI. The federal government provides SUNY Maritime College, and each of the other SMAs, a certified training ship. These training ships are federal assets which are owned by the U.S. Maritime Administration (MARAD) and operated by the respective SMA.

Unfortunately, the SMA training vessels are aging, averaging 35 years of age. At 54 years, EMPIRE STATE VI is the oldest. The EMPIRE STATE VI Certificate of Inspection expires in 2019, and may come out of service due to required upgrades to meet required environmental compliance. SUNY Maritime is the largest of the six SMAs, and its potential loss would ripple throughout the entire American maritime industry. The loss of the training ship would not only result in the end of our ability to produce licensed maritime professionals for the maritime industry, it would result in the loss of our identity as a maritime college.

As such we are working with the six SMAs, SUNY System, State of New York, and the U.S. Department of Transportation on a strategy to replace the EMPIRE STATE VI; and, we have formed a collation with unions, shipyards, and the maritime industry to obtain Congressional support and funding for a replacement for EMPIRE STATE VI by 2020. This is our single most important engagement initiative.

Goal: Obtain a new Training Ship by 2019 from the Federal Government.

C. Philanthropic and Alumni Support.

Our goal is to increase Alumni giving from 3% to 6% and to increase our annual fund raising from \$2.5M to \$4.0M by 2020 (Table 18). To achieve these goals Maritime College has taken several strategic steps:

- In 2014 a full-time Director of Alumni Relations and an Executive Director for Development were added to the staff.
- In 2015 the College received approval from the New York State and the Internal Revenue Service to establish the "SUNY Maritime Foundation" as an independent 501 c 3 organization. We are now in the process of establishing an inaugural board of directors who are mostly alumni. The purpose of the Foundation is to support the College by serving as a means of receiving and managing gifts, and making these revenues available to the Campus for approved programs and activities. The Foundation will be funded through private donations from alumni, industry, staff, friends, parents, students, etc.
- The College expects to begin planning for a capital campaign by January 2016.

Goal: Increase alumni giving rate from 3% to 6% and annual fund raising from \$2.5M to \$4.0 by 2020 (100% increases)

For 14 years we have not had an official alumni association on campus. Importantly over the last few years, the college and the Fort Schuyler Maritime Alumni Association (FSMAA) have begun an open dialogue about ways to improve the relationship for the benefit of the College, the students and the alumni. Possible options have been discussed for a future "official" alumni association relationship. In the meantime, we have agreed to work with the Association in three areas: industry advisement, recruitment, and support of our students in the way of scholarships.

D. Economic Impact

Our graduates enjoy nearly 100 percent employment within three months of graduation. In 2014 we were the number one state public college in terms of initial salary and mid-career salaries. The good news is that the largest percent (40%) of our alumni reside in New York thus contributing to the tax base and the maritime industry upon which New York's economy is heavily dependent.

For example, in 2014 the Port of New York/New Jersey was first in the nation for petroleum product movement, first in the nation for domestic/foreign imports combined, the third largest U.S. port for containerized cargo, the third largest Passenger Ferry service in the world, and the third largest Cruise Ship port in the U.S. The Port of New York/New Jersey transported cargo with a total estimated value of \$202 Billion, and distributed these goods to 89-90 million consumers in a 10 contiguous state area, representing 35% of the U.S. population. The impacts generated by the Port of New York/New Jersey industry operations (in 2012) included:

- 165,350 direct jobs
- 296,060 total jobs in the Region
- Over \$18.3 billion in personal income
- Nearly \$28.9 billion in business income
- More than \$6.1 billion in federal, state and local tax revenues, with local and state tax revenues of over \$2.05 billion and federal tax revenues of nearly \$4.07 billion

The other major ports in New York State (which experience significant maritime traffic and by extension, provide added tax revenues and contribute to economic vitality) include Albany and Buffalo.

All of this means “cradle to career (C2C)” opportunities for Maritime College Graduates, opportunities for a trained workforce, and tax revenue for the State of New York.

Section 3: Conclusion and Expected Impact on Maritime College

Our five strategic focus areas to achieve our SUNY Excel goals in this performance plan are:

1. **Students (Access, Completion, and Success):** This includes increasing the diversity of our student population while maintaining standards, and creating an environment that is focused on student success. It also includes producing graduates who are industry aware and have a clear pathway for career growth.
2. **Faculty (Inquiry):** We want faculty who are expert teachers and thought leaders. These are faculty who are engaged with their students and their profession.
3. **Facilities and Operations (Success):** We need to ensure that we have state of the art facilities and obtain Congressional support and funding for a new training ship.
4. **Partnerships (Engagement):** Our partnerships remain key to increasing philanthropy, alumni support, and obtaining a new training ship
5. **Programs (Completion and Success):** We must ensure our curricula and programs remain relevant in a rapidly changing industry to ensure our graduates are prepared to enter the work force.

The maritime industry is enormous and offers vast opportunities for SUNY Maritime College Graduates and the economic vitality of New York. As the largest of the State Maritime Academies (SMAs), SUNY Maritime College is a primary producer of maritime professionals to support this vital industry. Increasing access for URM and New York urban area students and citizens will have a positive impact for SUNY Maritime College and the New York economy.

We believe the goals set-forth in this performance program are realistic and achievable. If we make the required strategic investment in our students, faculty, facilities, partnerships, and programs, SUNY Maritime College will be a more diverse campus, produce graduates who are aware of opportunities in the Maritime Industry, enjoy higher completion rates and be able to positively contribute to the overall system goal of increasing enrollment and completions by 2020. It will also ensure that the College is financially stable in future years.

Attachment 2: Data Tables

Choose Campus

Maritime

State Operated or Community College
Two or Four Year Campus
Sector

State Operated
4-Year Campus
Technology Colleges



SUNY Excels 2015 Performance Improvement Plan Attachment 2: Data Summary and Detail Tables

In the Data Summary and Detail Tables Excel workbook we ask that you review the data and provide us with your campus goals for these measures for 2018 and 2020 (green cells). Please be sure to use this Excel file and sent it back to us intact. There are several hidden columns, rows and worksheets that when sent back, will help us compile and aggregate this data.

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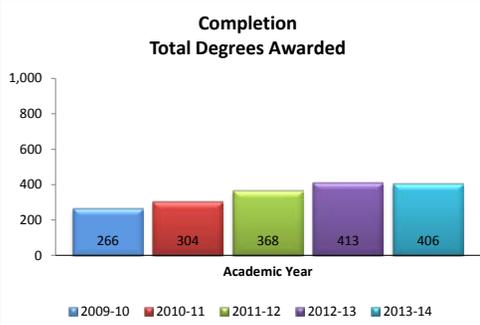
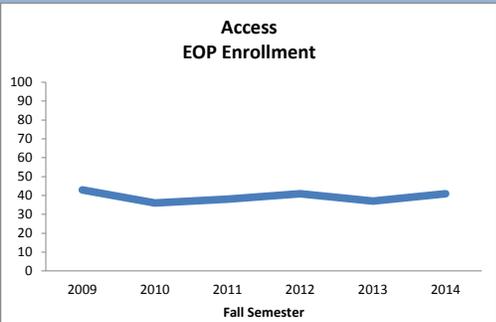
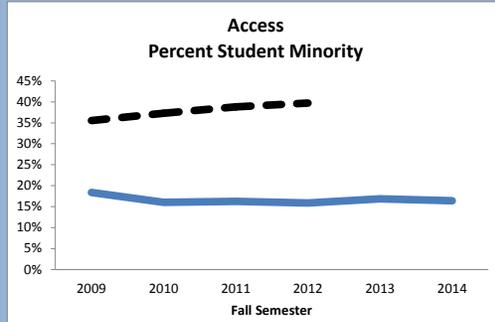
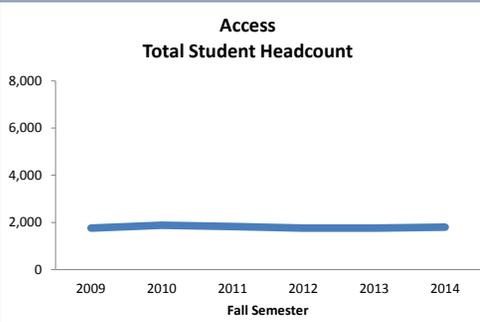
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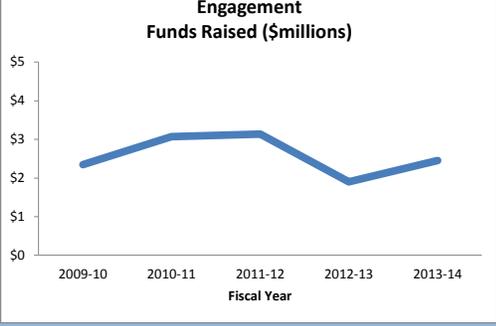
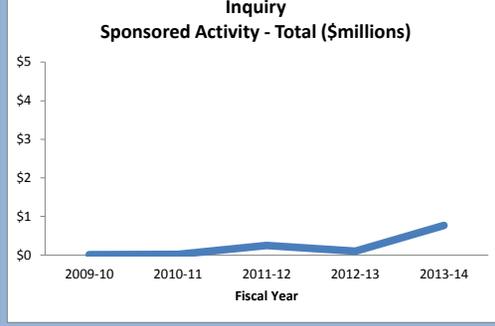
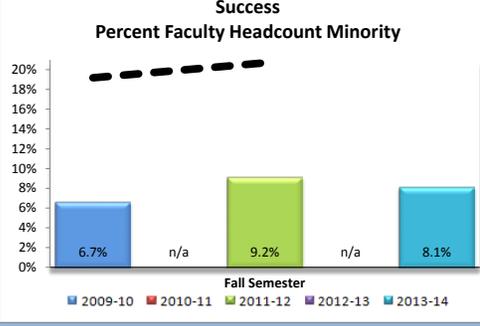
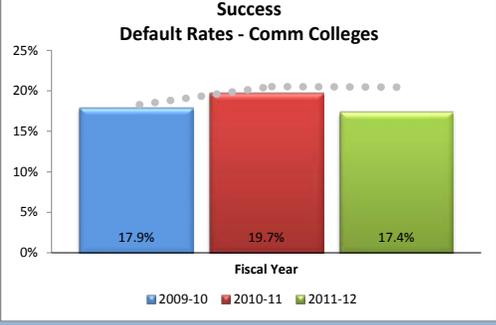
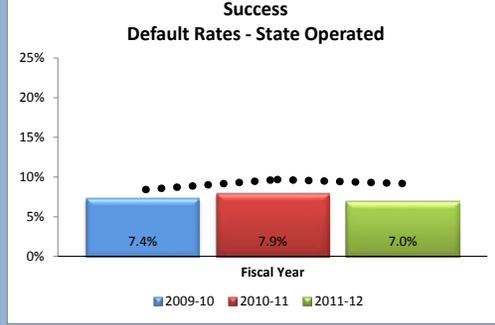
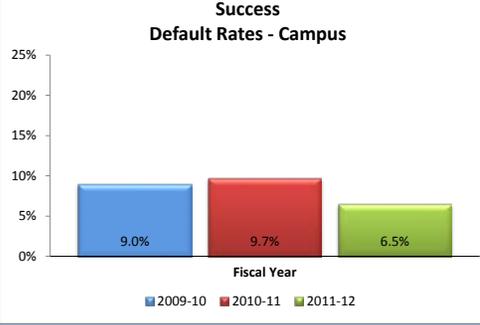
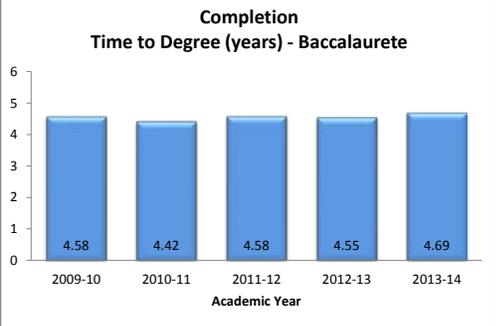
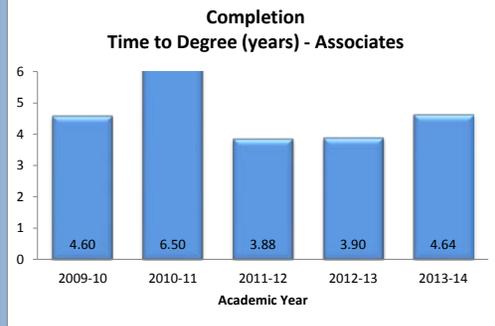
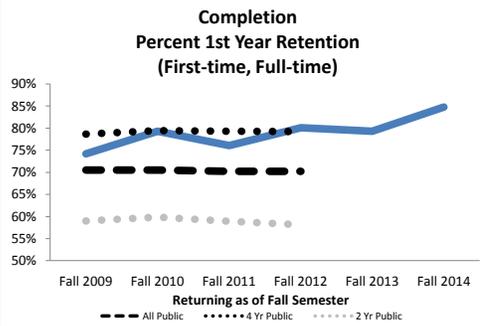
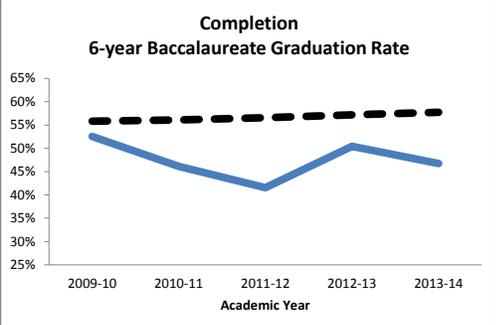
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SUNY Excels: Data Graphics with National Benchmarks



Completion 3-year Associate Graduation Rate

Measure Not Applicable to this Campus



National Benchmarks
 4 Yr Public
 2 Yr Public

SUNY Excels: Data Executive Summary

Line	Access	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change	% Change	Fall 2018	Fall 2020
1	Total Student Headcount	1,756	1,880	1,823	1,761	1,755	1,799	43	2.4%	1,865	1,900
2	Student AAFTE	1,920	2,067	1,846	1,864	1,863	1,936	16	0.8%	1,977	2,002
3	Acceptance Rate	64.2%	57.2%	66.9%	57.5%	64.1%	65.4%	1.2%	1.9%	58.8%	58.8%
4	Enrollment Yield	40.7%	38.4%	40.8%	44.1%	40.2%	36.9%	-3.7%	-9.2%	35.0%	35.0%
5	Percent of Total Headcount Full-Time	89.8%	87.6%	91.4%	91.3%	91.9%	93.8%	4.0%	4.5%	92.8%	92.4%
6	Percent New York State	64.6%	64.6%	69.0%	69.8%	70.8%	71.4%	6.7%	10.4%	70.0%	70.0%
7	Percent International	8.9%	8.5%	4.6%	4.5%	3.8%	4.2%	-4.7%	-53.1%	5.1%	5.0%
8a	Percent Student Minority	18.4%	16.1%	16.2%	15.9%	16.9%	16.4%	-2.0%	-10.9%		
8b	Percent Student Underrepresented Minority	14.4%	12.6%	12.3%	12.3%	13.0%	12.3%	-2.1%	-14.7%		
9	Percent Total Headcount Male	89.6%	87.9%	87.7%	88.7%	88.2%	88.3%	-1.3%	-1.5%	82.0%	80.0%
10	Percent Pell Receipts	n/a	n/a	24.9%	22.8%	23.1%	22.8%	-2.0%	-8.2%	23.1%	23.0%
11	EOP Enrollment	43	36	38	41	37	41	(2)	-4.7%	60	60

Completion		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Change	% Change	2018-19	2020-21
12	Percent 1st Year Retention (First-time, Full-time)	74.2%	79.3%	76.1%	80.1%	79.3%	84.8%	10.6%	14.3%	85.0%	85.0%
13	Time to Degree (years) - Associates	4.60	6.50	3.88	3.90	4.64	-	0.04	0.9%	3.5	3
14	Time to Degree (years) - Baccalaureate	4.58	4.42	4.58	4.55	4.69	-	0.12	2.6%	4.5	4.3
15	3-year Associate Graduation Rate	-	-	-	-	-	-	-	-		
16	6-year Baccalaureate Graduation Rate	52.5%	46.2%	41.6%	50.4%	46.7%	-	-5.8%	-11.1%	58.0%	60.0%
17	Total Degrees Awarded	266	304	368	413	406	-	140	52.6%	440	470
18	Undergraduate Certificates Awarded	-	-	-	-	-	-	-	-		
19	Associate Degrees Awarded	8	1	6	11	12	-	4	50.0%	20	30
20	Baccalaureate Degrees Awarded	191	229	288	344	325	-	134	70.2%	340	350
21	Graduate Degrees Awarded	67	74	74	58	69	-	2	3.0%	80	90
22	Graduate Certificates Awarded	-	-	-	-	-	-	0	-		

Success

23	Total Faculty Headcounts	129	127	140	137	134	142	13	10.1%	155	160
24	Percent Faculty Headcount Minority	6.7%	-	9.2%	-	8.1%	-	1.5%	22.1%		
25	Percent of Faculty that are Full-Time	58.1%	61.4%	70.0%	78.1%	64.2%	62.7%	4.5%	7.8%	64.5%	65.6%
26	Student to Faculty Ratio (FTE)	22.9	23.9	16.8	16.5	18.8	16.1	(6.8)	-29.7%	15.0	14.6
27	Total Staff Headcounts	220	206	213	206	223	226	6	2.7%	235	235
28	Percent Staff Headcount Minority	31.6%	-	35.4%	-	35.3%	-	3.7%	11.7%		
29	Student Default Rates - Campus ¹	9.0%	9.7%	6.5%	-	-	-	-2.5%	-27.8%	7.0%	7.0%
30	Student Default Rates - State Operated ¹	7.4%	7.9%	7.0%	-	-	-	-0.4%	-5.5%		
31	Student Default Rates - Community Colleges ¹	17.9%	19.7%	17.4%	-	-	-	-0.5%	-3.0%		

Inquiry

32	Sponsored Activity - Total (\$millions)	\$0.01	\$0.02	\$0.25	\$0.10	\$0.77	-	\$0.77	12192.3%	\$1.25	\$1.25
33	Sponsored Activity - Nonfederal	\$0.02	\$0.00	\$0.00	\$0.01	\$0.24	-	\$0.22	1456.3%	\$0.17	\$0.17
34	National Science Foundation R&D Total	n/a	n/a	n/a	n/a	n/a	-	-	-		

Engagement

35	Funds Raised (\$millions)	\$2.3	\$3.1	\$3.1	\$1.9	\$2.5	-	\$0.1	4.7%	\$3	\$4
36	Alumni Giving Rate	5.7%	3.3%	3.6%	3.3%	2.9%	-	-2.8%	-49.2%	5.0%	6.0%

Notes:

¹ The federal cohort default rate reported as the 3 year rate.

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Fall Student Enrollment and AAFTE



TABLE 1	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Student Headcount Enrollment									
Total Students	1,756	1,880	1,823	1,761	1,755	1,799	2.4%	1,865	1,900
% Full-time	89.8%	87.6%	91.4%	91.3%	91.9%	93.8%	-	92.8%	92.4%
% Undergraduate	89.6%	89.7%	91.1%	91.7%	91.2%	91.2%	-	87.9%	86.3%
Total Undergraduate Students	1,574	1,687	1,661	1,614	1,601	1,641	4.3%	1,640	1,640
% Full-time	92.9%	91.6%	94.2%	94.1%	94.8%	97.0%	-	96.3%	96.3%
Full-time Undergraduates - Total	1,463	1,545	1,565	1,519	1,517	1,591	8.7%	1,580	1,580
Full-time First-time	358	352	367	329	330	349	-2.5%	350	350
Full-time Transfers	95	106	68	77	90	98	3.2%	100	100
Full-time Continuing & Returning	1,010	1,087	1,130	1,113	1,093	1,132	12.1%	1,130	1,130
Full-time Other	0	0	0	0	4	12	-		
Part-time Undergraduates	111	142	96	95	84	50	-55.0%	60	60
Total Graduate Students	182	193	162	147	154	158	-13.2%	225	260
% Full-time	62.6%	52.8%	63.0%	59.9%	61.7%	61.4%	-	66.7%	67.3%
Full-time Graduates - Total	114	102	102	88	95	97	-14.9%	150	175
Full-time New Graduates	49	66	31	23	31	43	-12.2%	75	85
Full-time Continuing & Returning	65	36	71	65	64	54	-16.9%	75	90
Part-time Graduates	68	91	60	59	59	61	-10.3%	75	85
Graduate Students by Level	182	193	162	147	154	158	-13.2%		
Masters Programs	182	193	159	145	146	152	-16.5%		
Non-Degree Seeking	-	-	3	2	8	6	-		

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Percent Change	Plan 2018-19	Plan 2020-21
AAFTE									
Official AAFTE	1,920	2,067	1,846	1,864	1,863	1,936	-	-	-
Planned AAFTE	1,641	1,641	1,641	1,963	1,806	1,832	12%	1,977	2,002
% Deviation Between Planned and Official	17%	26%	12%	-5%	3%	6%	-	-	-

Source: SUNY Data Warehouse and Campus Approved Enrollment Plans

Note: AAFTE for 2014-15 is an estimate and will change as data is finalized for the academic year.

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Student Enrollment Beyond Fall Census



TABLE 2	2009-10	2010-11	2011-12	2012-13	2013-14	Plan 2018-19	Plan 2020-21
Student Enrollment							
<i>Total Fall Census Enrollment</i>	1,756	1,880	1,823	1,761	1,755	1,865	1,900
Unduplicated Academic Year Headcount	1,909	2,089	2,078	2,019	1,988	2,120	2,160
Total Non-Credit Instructional Activity/Continuing Education	381	534	588	672	735	1,200	1,400
Business and Industry	50	70	98	174	200	300	400
Non-Business and Industry	331	464	490	498	535	900	1,000
Other Enrollment Populations							
Total Census-and-Beyond Students	2,290	2,623	2,666	2,691	2,723	3,320	3,560

Source: SUNY Data Warehouse

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in First-Time Undergraduate Applicants, Acceptances, and Enrollment Yield with Selectivity Data

TABLE 3	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	1-Year Percent Change	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
First-Time Undergraduate Applicants, Acceptances, and Enrollment Yield										
Applicants	1,359	1,505	1,344	1,319	1,279	1,444	12.9%	6.3%	1,700	1,700
Acceptances	873	861	899	759	820	945	15.2%	8.2%	1,000	1,000
Acceptance Rate	64.2%	57.2%	66.9%	57.5%	64.1%	65.4%	-	-	58.8%	58.8%
Enrolled	355	331	367	335	330	349	5.8%	-1.7%	350	350
Enrollment Yield	40.7%	38.4%	40.8%	44.1%	40.2%	36.9%	-	-	35.0%	35.0%

First-Time, Full-Time Student Selectivity, SAT and HS Average										
Selectivity Group Profile Counts¹										
Total First-time, Full-time in Bacc Cohort	355	351	366	329	328	344	4.9%	-3.1%	350	350
Group 1	34	31	47	45	41	66	61.0%	94.1%	70	70
Group 2	93	95	111	115	137	150	9.5%	61.3%	158	158
Group 3	152	144	115	126	119	111	-6.7%	-27.0%	115	115
Group 4	44	53	46	15	14	6	-57.1%	-86.4%	7	7
Group 5	6	2	4	0	1	0	-100.0%	-100.0%	0	0
<i>Not Classifiable²</i>	11	14	32	18	4	1	-75.0%	-90.9%	0	0
<i>EOP/Risk Admission</i>	15	12	11	10	12	10	-16.7%	-33.3%	15	20

Selectivity Group Profile Percentages 1										
Group 1	10%	10%	15%	15%	13%	20%	-	-	20%	20%
Group 2	28%	29%	34%	38%	44%	45%	-	-	45%	45%
Group 3	46%	44%	36%	42%	38%	33%	-	-	33%	33%
Group 4	13%	16%	14%	5%	4%	2%	-	-	2%	2%
Group 5	2%	1%	1%	0%	0%	0%	-	-	-	-
<i>Not Classifiable²</i>	3%	4%	9%	5%	1%	0%	-	-	0%	0%
<i>EOP/Risk Admission</i>	4%	3%	3%	3%	4%	3%	-	-	4%	6%

SAT Score and HS Average (First-time/Full-time)³										
Mean Combined Math/Verbal SAT Score	1066	1066	1078	1097	1097	1113	1.4%	4.4%	1140	1150
Mean High School Average	85.0	84.4	85.7	85.9	86.3	87.5	1.3%	2.9%	88	88

Source: NYSED-1 Admissions and Ability Measures of FT, FT Freshmen and SUNY Data Warehouse

1 Selectivity Group Profile is based on first-time full-time students in a baccalaureate program, regular admits.

2 Indicates that complete SAT and HS Average information is not available.

3 Mean SAT score and High School Average are for first-time degree-seeking baccalaureate students regularly admitted to the institution.

Table data changed to correct an error.

Campus Notes:

2010 and 2014 data corrected according to NYSED-1 surveys we submitted. 2013 data was correct, but the new numbers are not right. changed the data back to previews numbers.

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Geographic Diversity of Students



TABLE 4	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Total Students	1,756	1,880	1,823	1,761	1,755	1,799	2.4%	1,865	1,900
New York State	1,135	1,215	1,258	1,230	1,243	1,284	13.1%	1,305	1,330
Percent	64.6%	64.6%	69.0%	69.8%	70.8%	71.4%	-	70.0%	70.0%
U.S. Non New York	465	505	482	451	445	440	-5.4%	465	475
Percent	26.5%	26.9%	26.4%	25.6%	25.4%	24.5%	-	24.9%	25.0%
International	156	160	83	80	67	75	-51.9%	95	95
Percent	8.9%	8.5%	4.6%	4.5%	3.8%	4.2%	-	5.1%	5.0%
Undergraduate Students	1,574	1,687	1,661	1,614	1,601	1,641	4.3%	1,640	1,640
New York State	1,067	1,135	1,178	1,167	1,163	1,210	13.4%	1,265	1,265
Percent	67.8%	67.3%	70.9%	72.3%	72.6%	73.7%	-	77.1%	77.1%
U.S. Non New York	400	437	414	397	389	377	-5.8%	325	325
Percent	25.4%	25.9%	24.9%	24.6%	24.3%	23.0%	-	19.8%	19.8%
International	107	115	69	50	49	54	-49.5%	50	50
Percent	6.8%	6.8%	4.2%	3.1%	3.1%	3.3%	-	3.0%	3.0%
Graduate Students	182	193	162	147	154	158	-13.2%	225	260
New York State	68	80	80	63	80	74	8.8%	115	130
Percent	37.4%	41.5%	49.4%	42.9%	51.9%	46.8%	-	51.1%	50.0%
U.S. Non New York	65	68	68	54	56	63	-3.1%	80	95
Percent	35.7%	35.2%	42.0%	36.7%	36.4%	39.9%	-	35.6%	36.5%
International	49	45	14	30	18	21	-57.1%	30	35
Percent	26.9%	23.3%	8.6%	20.4%	11.7%	13.3%	-	13.3%	13.5%

Source: SUNY Data Warehouse

Note: New York State includes unknowns

Campus Notes:

**Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Student Diversity - Race/Ethnicity, Gender, and Pell**



TABLE 5	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Race/Ethnicity									
Total Students	1,756	1,880	1,823	1,761	1,755	1,799	2.4%	Data provided for reference only. No goals requested.	
White Non-Hispanic	1,193	1,216	1,209	1,175	1,200	1,245	4.4%		
All Minorities	323	302	296	280	296	295	-8.7%		
Black Non-Hispanic	104	91	79	69	61	73	-29.8%		
Hispanic	143	140	132	139	152	125	-12.6%		
Asian/Pacific Islander	70	66	71	63	67	74	5.7%		
Native American/Alaskan	6	5	4	1	1	1	-83.3%		
Two or More Races	0	0	10	8	15	22	-		
Underrepresented Minorities¹	253	236	225	217	229	221	-12.6%		
Non-Resident Alien	156	160	83	80	67	75	-51.9%		
Unknown	84	202	235	226	192	184	119.0%		
Campus % All Minorities	18.4%	16.1%	16.2%	15.9%	16.9%	16.4%	-		
<i>Sector % All Minorities</i>	<i>17.1%</i>	<i>21.2%</i>	<i>23.9%</i>	<i>25.5%</i>	<i>26.7%</i>	<i>28.8%</i>	<i>-</i>		
Campus % Underrepresented Minorities	14.4%	12.6%	12.3%	12.3%	13.0%	12.3%	-		
<i>Sector % Underrepresented Minorities</i>	<i>15.0%</i>	<i>18.5%</i>	<i>20.7%</i>	<i>22.3%</i>	<i>23.3%</i>	<i>25.2%</i>	<i>-</i>		
Gender									
Total Students	1,756	1,880	1,823	1,761	1,755	1,799	2.4%	1,865	1,900
Male	1,573	1,652	1,598	1,562	1,548	1,588	1.0%	1,530	1,520
Female	183	228	225	199	207	211	15.3%	335	380
Campus % Male	89.6%	87.9%	87.7%	88.7%	88.2%	88.3%	-	82.0%	80.0%
<i>Sector % Male</i>	<i>56.4%</i>	<i>56.4%</i>	<i>56.4%</i>	<i>56.4%</i>	<i>56.4%</i>	<i>56.4%</i>	<i>-</i>	<i>-</i>	<i>-</i>
Campus % Female	10.4%	12.1%	12.3%	11.3%	11.8%	11.7%	-	18.0%	20.0%
<i>Sector % Female</i>	<i>43.6%</i>	<i>43.6%</i>	<i>43.6%</i>	<i>43.6%</i>	<i>43.6%</i>	<i>43.6%</i>	<i>-</i>	<i>-</i>	<i>-</i>
Pell Recipients									
Students Eligible to Apply for Pell	n/a	n/a	1,569	1,528	1,519	1,582	-	1,620	1,650
Students Receiving Pell	n/a	n/a	390	348	351	361	-	375	380
Campus % Students Receiving Pell	-	-	24.9%	22.8%	23.1%	22.8%	-	23.1%	23.0%
<i>Sector % Students Receiving Pell</i>	<i>n/a</i>	<i>n/a</i>	<i>45.7%</i>	<i>44.8%</i>	<i>45.0%</i>	<i>48.1%</i>	<i>-</i>	<i>-</i>	<i>-</i>
EOP Enrollment									
EOP Enrollment	43	36	38	41	37	41	-	60	60

¹ Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: SUNY Data Warehouse

Campus Notes:

**Attachment 2: Data Summary and Detail Tables - Maritime
Faculty Trends, with Diversity and Student Faculty Ratios**



TABLE 6	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	4-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Faculty Headcount									
Faculty Total	129	127	140	137	134	142	3.9%	155	160
Full-Time	75	78	98	107	86	89	14.7%	100	105
Part-Time	54	49	42	30	48	53	-11.1%	55	55
Campus % Full-time	58.1%	61.4%	70.0%	78.1%	64.2%	62.7%	-	64.5%	65.6%
<i>Sector % Full-time</i>	51.6%	52.0%	52.1%	52.2%	49.5%	49.5%	-	-	-
Faculty and Student FTEs									
Estimated Faculty FTE (FT + .33PT)	91	93	111	115	102	107	11.3%	118	123
Student FTE (fall semester)	2,094	2,224	1,865	1,898	1,910	1,725	-8.8%	1,775	1,803
Campus Student/Faculty FTE Ratio	22.9	23.9	16.8	16.5	18.8	16.1	-18.1%	15.0	14.6
<i>Sector Student/Faculty FTE Ratio</i>	18.7	19.1	18.6	18.3	18.0	-	-3.5%	-	-
Race/Ethnicity									
Full-Time Faculty Total	75	78	98	107	86	89	14.7%	Data provided for reference only. No goals requested.	
White Non-Hispanic	70	70	89	101	79	81	12.9%		
All Minorities	5	8	9	6	7	8	40.0%		
Black Non-Hispanic	3	2	3	3	3	3	0.0%		
Hispanic	0	-	0	-	0	-	-		
Asian/Pacific Islander	2	6	6	3	4	5	100.0%		
Native American/Alaskan	0	-	0	-	0	-	-		
Two or More Races	0	-	0	-	0	-	-		
Underrepresented Minorities¹	3	-	3	3	3	3	0.0%		
Non-Resident Alien	0	-	0	-	0	-	-		
Unknown	0	-	0	-	0	-	-		
Campus % All Minorities	7%	-	9%	-	8%	-	22.1%		
<i>Sector % All Minorities</i>	11%	-	10%	-	12%	-	16.7%		
Campus % Underrepresented Minorities	4%	-	3%	-	3%	-	-12.8%		
<i>Sector % Underrepresented Minorities</i>	6%	-	5%	-	6%	-	2.7%		
Gender									
Full-Time Faculty Total	75	78	98	107	86	89	14.7%	100	105
Male	60	61	77	86	64	68	6.7%	72	73
Female	15	17	21	21	22	21	46.7%	28	32
Campus % Male	80%	-	79%	-	74%	-	-	72.0%	69.5%
<i>Sector % Male</i>	62%	-	61%	-	60%	-	-	-	-
Campus % Female	20%	-	21%	-	26%	-	-	28%	30%
<i>Sector % Female</i>	38%	-	39%	-	40%	-	-	-	-

¹ Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: IPEDS HR Survey

**Attachment 2: Data Summary and Detail Tables - Maritime
(Non-instructional) Staff Trends, with Diversity**



TABLE 7	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	4-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Staff Headcount									
Staff Total	220	206	213	206	223	226	1.4%	235	235
Full-Time	190	173	181	179	190	191	0.0%	195	195
Part-Time	30	33	32	27	33	35	10.0%	40	40
Campus % Full-time	86.4%	84.0%	85.0%	86.9%	85.2%	-	-	83.0%	83.0%
<i>Sector % Full-time</i>	82.9%	82.1%	81.2%	80.7%	79.9%	-	-	-	-
Race/Ethnicity									
Full-Time Staff Total	190	173	181	179	190	191	0.0%	Data provided for reference only. No goals requested.	
White Non-Hispanic	130	111	117	114	123	141	-5.4%		
All Minorities	60	62	64	65	67	50	11.7%		
Black Non-Hispanic	28	28	28	29	26	34	-7.1%		
Hispanic	21	25	26	24	26	0	23.8%		
Asian/Pacific Islander	9	9	10	12	13	14	44.4%		
Native American/Alaskan	2	-	0	-	0	-	-100.0%		
Two or More Races	0	-	0	-	2	2	-		
Underrepresented Minorities¹	51	53	54	53	54	36	5.9%		
Non-Resident Alien	0	-	0	-	0	-	-		
Unknown	0	-	0	-	0	-	-		
Campus % All Minorities	32%	-	35%	-	35%	-	11.7%		
<i>Sector % All Minorities</i>	11%	-	10%	-	11%	-	1.0%		
Campus % Underrepresented Minorities	27%	-	30%	-	28%	-	5.9%		
<i>Sector % Underrepresented Minorities</i>	9%	-	9%	-	10%	-	1.4%		
Gender									
Full-Time Staff Total	190	173	181	179	190	191	0.0%	195	195
Male	117	110	112	104	104	104	-11.1%	105	105
Female	73	63	69	75	86	87	17.8%	90	90
Campus % Male	62%	-	62%	-	55%	-	-	53.8%	53.8%
<i>Sector % Male</i>	49%	-	49%	-	49%	-	-	-	-
Campus % Female	38%	-	38%	-	45%	-	-	46.2%	46.2%
<i>Sector % Female</i>	51%	-	51%	-	51%	-	-	-	-

¹ Underrepresented Minorities includes Black, Hispanic, Native American/Alaskan, and Two or More Races.

Source: IPEDS HR Survey

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in First Year Retention for First-Time (Full-Time and Part-Time) and Transfer Matriculated Students



TABLE 8	as of Fall 2009	as of Fall 2010	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	5-Year Percent Change	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
First-Time Full-Time Student Retention										
Entering Fall	2008	2009	2010	2011	2012	2013		2014	2017	2019
First-Time, Full-Time In a Program Cohort	396	358	352	367	329	330	-16.7%	349	350	350
Campus First Year Retention Rate	74.2%	79.3%	76.1%	80.1%	79.3%	84.8%	-	85.0%	85%	85%
<i>Sector First Year Retention Rate</i>	62.8%	62.5%	64.2%	64.8%	66.3%	70.4%	-	-	-	-
<i>National Public First Year Retention Rate</i>	78.6%	79.5%	79.3%	79.2%	n/a	n/a	-	-	-	-
First-Time Part-Time Student Retention										
Entering Fall	2008	2009	2010	2011	2012	2013		2014	2017	2019
First-Time, Part-Time In a Program Cohort	0	1	3	0	0	0	-	0	-	-
Campus First Year Retention Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0%	0%
<i>Sector First Year Retention Rate</i>	49.5%	45.5%	35.7%	39.1%	45.7%	38.6%	-	-	-	-
<i>National Public First Year Retention Rate</i>	49.9%	50.0%	51.3%	49.8%	n/a	n/a	-	-	-	-
Transfer Full-Time Student Retention										
Entering Fall	2008	2009	2010	2011	2012	2013		2014	2017	2019
Transfer, Full-Time In a Program Cohort	64	95	106	68	77	90	40.6%	98	100	100
Campus First Year Retention Rate	87.5%	84.2%	75.5%	85.3%	76.6%	86.7%	-	87.0%	87%	87%
<i>Sector First Year Retention Rate</i>	69.4%	70.9%	71.6%	73.1%	73.9%	76.8%	-	-	-	-

Source: SUNY Data Warehouse. National public benchmarks based on most recent data available from the Integrated Post Secondary Education Data System (IPEDS).

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Graduation Rates of First-Time Full-Time Students



TABLE 9	as of Fall 2009	as of Fall 2010	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	5-Year Percent Change	as of Fall 2015	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
Campus Graduation Rates											
Baccalaureate											
Entering Fall Cohort	2003	2004	2005	2006	2007	2008		2009	2009	2012	2014
Initial Cohort	312	295	247	243	367	396	26.9%	355	355	329	349
Four-Year	31.7%	32.2%	25.5%	23.0%	25.1%	24.7%	-	32.1%	32.1%	40.0%	50.0%
Five-Year	48.1%	48.5%	43.3%	36.6%	43.6%	42.4%	-	51.8%	51.8%	54.0%	56.0%
Six-Year Graduation Rate	51.9%	52.5%	46.2%	41.6%	50.4%	46.7%	-	54.9%	54.9%	58%	60%
Sector Graduation Rates											
Four-Year	28.2%	27.0%	25.5%	26.5%	32.1%	30.5%	-	-	-	-	-
Five-Year	42.3%	40.4%	40.5%	41.4%	45.8%	0.0%	-	-	-	-	-
Six-Year	45.0%	43.9%	44.1%	44.3%	0.0%	0.0%	-	-	-	-	-
National 4-Yr Public Graduation Rates											
Four-Year	30.7%	31.4%	32.0%	32.8%	33.5%	-	-	-	-	-	-
Five-Year	50.3%	50.7%	51.1%	51.9%	52.3%	-	-	-	-	-	-
Six-Year	55.8%	56.1%	56.6%	57.2%	57.7%	-	-	-	-	-	-

Source: SUNY Data Warehouse. National public benchmarks based on most recent data available from the Integrated Post Secondary Education Data System (IPEDS).

Campus Notes:

corrected the 2007 graduate rate data which were submitted to IPEDS and updated by BI.

**Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Graduation of Full-Time Undergraduate Transfer Students**



TABLE 10	as of Fall 2009	as of Fall 2010	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	5-Year Percent Change	as of Fall 2015	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
Campus											
Baccalaureate											
Entering Fall Cohort	2005	2006	2007	2008	2009	2010		2011	2011	2014	2016
Initial Cohort	66	77	92	64	95	105	59.1%	68	68	98	100
Two Year	19.7%	15.6%	6.5%	0.0%	5.3%	4.8%	-	10.3%	10.3%	10.0%	10.0%
Three Year	39.4%	37.7%	33.7%	25.0%	26.3%	17.1%	-	29.4%	29.4%	30.0%	40.0%
Four Year	65.2%	51.9%	54.3%	60.9%	56.8%	44.8%	-	-	45.0%	48.0%	50.0%
Sector											
<i>Two Year</i>	17.7%	18.8%	18.1%	16.7%	18.6%	20.1%	-	-	-	-	-
<i>Three Year</i>	40.4%	42.8%	41.0%	40.3%	43.6%	46.1%	-	-	-	-	-
<i>Four Year</i>	50.7%	54.4%	52.1%	51.7%	55.7%	0.0%	-	-	-	-	-

Source: SUNY Data Warehouse

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
First-Time and Transfer Student Time to Degree (in years)
and Average Number of Credits at Graduation



TABLE 11	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Percent Change	Plan 2018-19	Plan 2020-21
Associates - Time to Degree Completion in Years¹									
Campus									
First-time (Native)	4.30	4.60	6.50	3.88	3.90	4.64	8.0%	3.5	3.0
Transfers In	4.75	3.75	0.00	4.00	2.00	2.83	-40.4%	2.5	2.5
Sector									
<i>First-time (Native)</i>	<i>2.77</i>	<i>2.77</i>	<i>2.78</i>	<i>2.87</i>	<i>2.87</i>	<i>2.92</i>	<i>5.5%</i>	<i>-</i>	<i>-</i>
<i>Transfers In</i>	<i>2.41</i>	<i>2.46</i>	<i>2.49</i>	<i>2.32</i>	<i>2.67</i>	<i>2.70</i>	<i>12.1%</i>	<i>-</i>	<i>-</i>
Associates - Average Credits Earned at Graduation¹									
Campus									
First-time (Native)	86.0	87.0	0.0	83.0	84.4	88.0	2.3%	83.0	83.0
Sector									
<i>First-time (Native)</i>	<i>70.8</i>	<i>71.0</i>	<i>70.2</i>	<i>70.5</i>	<i>70.7</i>	<i>70.4</i>	<i>-0.5%</i>	<i>-</i>	<i>-</i>
Baccalaureate - Time to Degree Completion in Years¹									
Campus									
First-time (Native)	4.43	4.58	4.42	4.58	4.55	4.69	5.9%	4.5	4.3
Transfers In	3.36	3.43	3.46	3.32	3.62	3.52	4.9%	3.4	3.2
Sector									
<i>First-time (Native)</i>	<i>4.51</i>	<i>4.55</i>	<i>4.55</i>	<i>4.71</i>	<i>4.71</i>	<i>4.82</i>	<i>7.1%</i>	<i>-</i>	<i>-</i>
<i>Transfers In</i>	<i>3.07</i>	<i>3.15</i>	<i>3.25</i>	<i>3.25</i>	<i>3.36</i>	<i>3.22</i>	<i>4.8%</i>	<i>-</i>	<i>-</i>
Baccalaureate - Average Credits Earned at Graduation¹									
Campus									
First-time (Native)	162.5	162.6	162.0	161.1	161.4	161.8	-0.4%	148.0	148.0
Transfers In	153.6	158.7	158.3	155.0	157.4	159.1	3.6%	143.5	143.5
Sector									
<i>First-time (Native)</i>	<i>138.1</i>	<i>137.5</i>	<i>137.5</i>	<i>137.5</i>	<i>137.7</i>	<i>137.1</i>	<i>-0.7%</i>	<i>-</i>	<i>-</i>
<i>Transfers In</i>	<i>135.4</i>	<i>134.7</i>	<i>135.5</i>	<i>135.7</i>	<i>136.1</i>	<i>136.2</i>	<i>0.6%</i>	<i>-</i>	<i>-</i>

Source: SUNY Data Warehouse

¹ Based on graduates from July 1 of year one through June 30 of the following year.

Campus Notes:

**Table data changed
to correct an error.**

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in SUNY Educational Outcomes



TABLE 12	as of Fall 2011	as of Fall 2012	as of Fall 2013	as of Fall 2014	Percent Change	Plan as of Fall 2015	Plan as of Fall 2018	Plan as of Fall 2020
First-Time, Full-Time Associate Degree Students <i>(tracked at 4 years out)</i>								
Cohort Entering Fall	2007	2008	2009	2010	-	2011	2014	2016
Cohort Size	2	0	3	1	50.0%	1	5	10
Total Completions and Continuations	2	0	2	-	0.0%	1	4	9
Graduates (SUNY)	0	0	1	-	-	1	2	6
Graduates (Non-SUNY)	0	0	0	-	-			
Persisters (SUNY)	0	0	0	-	-		1	2
Persisters (Non-SUNY)	0	0	0	-	-			
Transfers (SUNY)	1	0	1	-	0.0%		1	1
Transfers (Non-SUNY)	1	0	0	-	-100.0%			
Campus Completion and Continuation Rate	100.0%	-	66.7%	-	-	100.0%	80%	90%
<i>Sector Completion and Continuation Rate</i>	<i>75.8%</i>	<i>74.8%</i>	<i>74.0%</i>	-	-	-	-	-
First-Time, Full-Time Baccalaureate Degree Students <i>(tracked at 6 years out)</i>								
Cohort Entering Fall	2005	2006	2007	2008	-	2009	2012	2014
Cohort Size	247	243	367	396	60.3%	355	329	345
Total Completions and Continuations	170	175	270	222	30.6%	262	245	260
Graduates (SUNY)	129	125	208	206	59.7%	210	202	212
Graduates (Non-SUNY)	21	24	26	16	-23.8%	28	25	30
Persisters (SUNY)	7	18	19	0	-100.0%	13	10	10
Persisters (Non-SUNY)	13	8	17	0	-100.0%	11	8	8
Campus Completion and Continuation Rate	68.8%	72.0%	73.6%	56.1%	-	73.8%	74%	75%
<i>Sector Completion and Continuation Rate</i>	<i>72.1%</i>	<i>71.4%</i>	<i>70.5%</i>	<i>58.3%</i>	-	-	-	-

Source: SUNY Data Warehouse

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Degrees/Awards Granted by Academic Level



TABLE 13	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Percent Change	Plan 2015-16	Plan 2018-19	Plan 2020-21
Degrees/Awards Granted										
Total Degrees/Awards	306	266	304	368	413	406	32.7%	420	440	470
Associate Degrees	7	8	1	6	11	12	71.4%	15	20	30
Baccalaureate Degrees	220	191	229	288	344	325	47.7%	335	340	350
Masters Degrees	79	67	74	74	58	69	-12.7%	70	80	90

Source: SUNY Data Warehouse

¹ Based on graduates from July 1 of year one through June 30 of the following year.

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
2012 Student Opinion Survey



TABLE 14	Campus Relative to Sector				Campus Relative to All		
	Campus Scale Score	Sector Scale Score	Z Score	Sector Score Rating	Overall State-Op Scale Score	Z Score	Institution Score Rating
The Academic Experience							
Overall Satisfaction	3.20	3.44	-1.97	<i>Very low</i>	3.66	-1.85	<i>Very low</i>
Academic Skill Development	3.00	3.27	-1.81	<i>Very low</i>	3.42	-2.42	<i>Ext. low</i>
Classroom Experience	3.06	3.23	-1.06	<i>Low</i>	3.31	-1.51	<i>Very low</i>
Life Skill Development	3.00	3.12	-0.93	<i>Average -</i>	3.26	-1.70	<i>Very low</i>
Academic Integrity	2.99	3.33	-1.91	<i>Very low</i>	3.41	-1.82	<i>Very low</i>
Academic Assignments	3.74	3.94	-1.76	<i>Very low</i>	4.05	-2.23	<i>Ext. low</i>
Academic Services and Facilities							
Academic Advising	3.39	3.71	-1.78	<i>Very low</i>	3.76	-2.04	<i>Ext. low</i>
Information Technology	2.64	3.59	-2.31	<i>Ext. low</i>	3.73	-4.14	<i>Ext. low</i>
Academic Facilities & Grounds	3.00	3.54	-2.10	<i>Ext. low</i>	3.74	-3.10	<i>Ext. low</i>
Course Availability & Quality	3.46	3.68	-1.65	<i>Very low</i>	3.74	-1.61	<i>Very low</i>
Institutional Environment & Services							
Social Environment	2.89	3.40	-2.06	<i>Ext. low</i>	3.67	-2.85	<i>Ext. low</i>
Financing College and other Difficulties	2.85	2.92	-0.43	<i>Average</i>	2.93	-0.48	<i>Average</i>
Personal Integration & Connection	3.20	3.70	-2.26	<i>Ext. low</i>	3.93	-3.04	<i>Ext. low</i>
Health & Wellness Services	3.04	3.52	-2.17	<i>Ext. low</i>	3.68	-3.45	<i>Ext. low</i>
Student Harmony/Campus Diversity	3.30	3.62	-1.23	<i>Low</i>	3.82	-2.18	<i>Ext. low</i>
Student Life	2.43	3.00	-2.03	<i>Ext. low</i>	3.37	-2.99	<i>Ext. low</i>
Post College Advising & Career Planning	2.92	3.14	-1.20	<i>Low</i>	3.29	-1.71	<i>Very low</i>
Ancillary Campus Services & Facilities	2.39	3.17	-2.36	<i>Ext. low</i>	3.32	-3.44	<i>Ext. low</i>
Campus Security	3.42	3.70	-1.81	<i>Very low</i>	3.94	-1.86	<i>Very low</i>

Note: Student Satisfaction is measured on a five-point Likert scale, where five represents the highest level of satisfaction. Derived Student Opinion Scales (top table) summarize factors important to student success. Campus score ratings (high or low) were based on Z score to overall average for state-

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Specific Student Opinion Survey Items



TABLE 15	2003	2006	2009	2012
Academic Experience				
Satisfaction with the College in General	3.59	3.32		3.19
Overall Impression of the Quality of Education	3.77	3.45		3.35
Would Choose to Attend the College Again	3.58	3.42		3.37
Academic Experiences (compared to expectations)	3.00	2.87		2.72
Helped Me Meet the Goals I Came Here to Achieve	3.24	3.20		3.26
Faculty Used Innovative Technology to Facilitate Learning	2.94	3.16		2.88
Engaged in Research or Other Creative Projects				2.75
Acquiring Knowledge and Skills for a Career	3.38	3.77		3.75
Understanding and Appreciating Diversity	2.76	2.39		2.62
Academic Services and Facilities				
Quality of Instruction	3.50	3.50		3.42
Academic Advising, General	3.50	3.05		3.32
Access to Computing / College Computer Network	2.95	2.61		1.54
Library Resources and Services	3.69	3.74		3.62
Class Size Relative to Course Type	3.85	3.64		3.83
Availability of Courses in Major	3.07	3.19		3.24
Availability of Gen Ed Courses	3.20	3.17		3.35
Availability of Internships	3.48	3.16		3.20
General Condition of Buildings and Grounds	3.22	3.04		3.02
Institutional Environment and Services				
Sense of Belonging	3.58	3.19		3.03
Faculty Respect for Students	3.48	3.62		3.45
Personal Security/Safety	3.60	3.05		3.42
Sexual Assault Prevention Programs/Activities	3.32	2.99		3.07
Degree of Difficulty Financing College Education	2.78	3.07		2.85
Financial Aid Services	3.29	3.10		2.82
Condition of Residence Halls	3.04	2.70		2.42

Note: Derived Student Opinion Scales summarize factors important to student success; scores are rated (high to low) relative to the overall average for state-operated campuses.

Campus Notes:

**Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Student Default Rates and Financial Literacy**



TABLE 16	2009	2010	2011	Plan 2015	Plan 2018	Plan 2020
Campus Student Default Rates¹						
Default Rate - 2YR	5.5%	5.5%	5.4%			
Default Rate - 3YR	9.0%	9.7%	6.5%	7.0%	7.0%	7.0%
Sector						
Default Rate - 3YR ²	13.3%	14.0%	-	-	-	-
State-Operated Campuses						
Default Rate - 3YR ²	7.4%	7.9%	7.0%	-	-	-
National Student Default Rates¹						
4-Year Public						
Default Rate - 2YR	7.9%	9.3%	-	-	-	-
Default Rate - 3YR	-	-	8.9%	-	-	-

	2012-13	2013-14	Plan 2014-15	Plan 2018-19	Plan 2020-21
Financial Literacy					
SUNY Smart Track					
Award Letter	X	X	X	X	X
Financial Literacy Website			X	X	X
Student Engagement (i.e. early alert)				x	x

Source: SUNY Office of Financial Aid

¹ Cohort Default Rates are calculated on a 10/1 – 9/30 cohort year. The 2011 3YR rate for the 2011 cohort/repayment denominator of 10/1/2010 to 9/30/2011 and a default numerator of 10/1/2010 to 09/30/2013.

² The federal cohort default rate calculation beginning for the 2009 cohort year increases the numerator to include an additional year of students in default. Beginning in 2012, only the 3 year rate will be calculated.

Campus Notes:

Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Research Expenditures, Disclosures, Patents and Licenses



TABLE 17	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	1-Year Percent Change	4 or 5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Research Expenditures: Sponsored Activity ¹										
Total Sponsored Activity - SUNYRF (\$mil.)	\$0.04	\$0.01	\$0.02	\$0.25	\$0.10	\$0.77	641.8%	1740.5%	\$1.25	\$1.25
Federal	\$0.02	-\$0.01	\$0.00	\$0.00	\$0.00	\$0.00	-	-100.0%	\$0.17	\$0.17
Federal Flow Through	\$0.02	\$0.00	\$0.01	\$0.24	\$0.09	\$0.53	483.3%	2829.7%	\$0.91	\$0.91
Nonfederal	\$0.01	\$0.02	\$0.00	\$0.00	\$0.01	\$0.24	1799.2%	4442.0%	\$0.17	\$0.17

Research Expenditures: National Science Foundation (NSF) ²										
Total R&D (\$mil.)	n/a	n/a	n/a	n/a	n/a	n/a	-	100.0%		
Federal R&D	n/a	-	-	-	-	-	-	100.0%		
Industry R&D	n/a	-	-	-	-	-	-	100.0%		
State/Local Govt. R&D	n/a	-	-	-	-	-	-	100.0%		
Institution R&D	n/a	-	-	-	-	-	-	100.0%		
Nonprofit R&D	n/a	-	-	-	-	-	-	100.0%		
All Other R&D	n/a	-	-	-	-	-	-	100.0%		

Disclosures, Patents, and Licenses										
Invention Disclosures	0	0	0	1	0	0	-	-		
U.S. Patent Applications Filed	0	0	0	0	0	0	-	-		
U.S. Patents Issued	0	0	0	0	0	0	-	-		
License and Option Agreements Executed	0	0	0	0	0	0	-	-		

¹ SUNY Research Foundation Expenditure Profile

² National Science Foundation, Survey of Research and Development Expenditures at Universities and Colleges

Campus Notes:

**Attachment 2: Data Summary and Detail Tables - Maritime
Trends in Alumni and Philanthropy**



TABLE 18	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Percent Change	Plan 2018-19	Plan 2020-21
Alumni									
Alumni on Record	7,213	7,424	10,029	7,812	8,911	9,974	38.3%	11400	12100
Number of Alumni Donors	332	424	329	279	293	289	-13.0%	570	730
Campus Alumni Giving Rate	4.6%	5.7%	3.3%	3.6%	3.3%	2.9%	-37.0%	5.0%	6.0%
<i>Sector Alumni Giving Rate</i>	<i>5.1%</i>	<i>4.1%</i>	<i>3.7%</i>	<i>3.5%</i>	<i>3.1%</i>	<i>2.7%</i>	-	-	-
Philanthropy									
Funds Raised (\$mil.)	\$1.2	\$2.3	\$3.1	\$3.1	\$1.9	\$2.5	99.6%	\$3.0	\$4.0

Source: University Controller's Office, VSE Survey, and SUNY Office of Advancement

Campus Notes:

Attachment 3: Verification of Institutional Peers



SUNY Excels 2015 Performance Improvement Plan

Attachment 3: Peer Sets from MR II, Revised Resource Allocation Approved (2012), and IPEDS 2014 Feedback Report

Provided is your institution's list of peer institutions from Mission Review II, the Resource Allocation Approved Peer Set 2012 (as applicable), and the IPEDS 2014 Feedback Report. Please indicate on the template, and if desired comment, on which of these peers you still consider part of your current and aspirational peer sets.

Peer Name	Peer State	FTE (Fall 2011)	FTE (Fall 2013)	Carnegie Classification Basic	Mission Review II		Resource Allocation Peer Set (2012)	IPEDS 2014 Feedback Report	Campus Confirmed	
					Current Peers	Aspirational Peers			Current	Aspirational
SUNY Maritime College	NY	1,725	1,667	Baccalaureate/Div						
California Maritime Academy	CA	839	1,023	Baccalaureate/Div			X		X	
Citadel Military College of South Carolina	SC	2,799	3,014	Master/L				X		X
Florida Institute of Technology	FL	-	4,715	DRU				X		
Fort Valley State University	GA	3,347	2,882	Baccalaureate/Div			X			
Louisiana Tech University	LA	9,034	8,914	Research/H				X		
Maine Maritime Academy	ME	938	1,008	Baccalaureate/Div	X			X	X	
Massachusetts Maritime Academy	MA	1,208	1,387	Baccalaureate/Div	X		X	X	X	
Montana Tech of the University of Montana	MT	1,999	1,836	Baccalaureate/Div			X			
Northwestern Michigan College	MI	3,514	3,070	Associate				X		
Purdue University-Calumet Campus	IN	7,369	6,855	Master/L			X			
Savannah State University	GA	3,700	4,441	Baccalaureate/AS			X			
Southern Polytechnic State University	GA	4,297	5,220	Master/M			X			
Texas A & M University-Galveston	TX	1,767	-	Baccalaureate/Div			X			
United States Air Force Academy	CO	4,619	n/a	Baccalaureate/AS			X			
United States Coast Guard Academy	CT	1,017	n/a	Baccalaureate/Div	X	X		X		
United States Merchant Marine Academy	NY	987	968	Baccalaureate/Div	X	X	X	X		
United States Naval Academy	MD	4,603	n/a	Baccalaureate/AS		X				
University of Alaska Anchorage	AK	11,381	11,689	Master/L				X		
University of Massachusetts-Dartmouth	MA	8,140	7,825	Master/L			X			
University of the District of Columbia	DC	3,469	3,330	Master/S			X			
University of Wisconsin-Platteville	WI	7,034	7,741	Master/L			X			
Virginia Military Institute	VA	1,569	1,675	Baccalaureate/AS			X			X
Webb Institute	NY	-	82	Spec/Engg				X		
West Virginia University Institute of Technology	WV	1,040	1,070	Baccalaureate/Div						
SUNY College of Agriculture and Tech (Cobleskill)	NY	2,364	2,267	Baccalaureate/AS					X	
Farmingdale State College	NY	5,377	6,074	Baccalaureate/Div					X	
Morrisville State College	NY	2,861	2,668	Baccalaureate/AS					X	
SUNY College of Technology at Alfred	NY	3,277	3,222	Baccalaureate/AS					X	
SUNY College of Technology at Canton	NY	2,952	2,938	Baccalaureate/AS					X	
SUNY College of Technology at Delhi	NY	2,607	2,590	Baccalaureate/AS					X	
SUNY Institute of Technology at Utica Rome	NY	1,512	1,620	Masters					X	

Peer Name	Peer State	FTE (Fall 2011)	FTE (Fall 2013)	Carnegie Classification Basic	Current Peers	Aspirational Peers	Resource Allocation Peer Set (2012)	IPEDS 2014 Feedback Report	Current	Aspirational
Norwich University	VT	3,279	3,126	Master/L						X
University of North Georgia	GA	10,205		Master/L						X

Campus Notes: